

CSAC 383 Final Reflective Paper Outline
(3 – 4 pages)

1. Familiarize your reader with a brief description of the school/classroom or organization where you served. What were your first impressions of the site? Describe the setting, people, actions, and positive or negative feelings you had.
2. Reflect upon your service activity in order to achieve a better understanding of what you accomplished. What skills did you bring to the agency? Identify things that concerned you about who you were serving.
3. Think of changes made in your life due to the service performed. What did you discover about yourself regarding the service you performed? Illustrate how you made a difference. Point out significant experiences. Has your vision of serving changed as a result of the work you did?
4. Taking an objective point of view, what suggestions or modifications would you make to the organization with which you worked? What would you do differently, or what would you keep the same?
5. Explain what impact this position has had on you and how you have or have not benefited from it. In what areas can you apply lessons you have learned to other areas of your life (i.e.: time management, work ethic, patience, et cetera)?
6. Conclude by critically reflecting on why this placement is necessary in terms of service outreach. Would you recommend other students serve at this agency?
7. In your judgment, is the school/classroom/organization meeting its mission? Did you contribute to the agency's objectives?

Community Service Activity Course

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Bloom's taxonomy delineates a hierarchy of cognitive-learning levels ranging from knowledge of specific facts and conventions, to more advanced levels of analysis, synthesis, and evaluation. Bloom's taxonomy is presented to help students strive to attain more sophisticated levels of understanding and abstraction in this course and their entire educational experience.

It is worthwhile discussing the concepts of levels of learning, especially as students become more comfortable with dealing with the theories of human nature and the Experiential-Learning Model, and are ready to begin to refine their work. Attention to higher level processes, such as analysis and evaluation, certainly should be integrated into written comments on draft essays and synthesis becomes very important in the development of some of the humanities papers.

BLOOM'S TAXONOMY MADE EASY

1. **KNOWLEDGE** – The remembering of previously learned material. It may involve recall or the bringing to mind of appropriate information. Knowledge is lowest-level learning. Terms that are appropriate for “KNOWLEDGE” objectives are define, describe, identify, label, list, match, name, outline, reproduce, select, and state.
2. **COMPREHENSION** – The ability to grasp the meaning of material. Comprehension may be shown by translating material from one form to another, interpreting material, or predicting future trends. Terms that are appropriate for “COMPREHENSION” objectives include defend, distinguish, estimate, explain, extend, generalize, infer, paraphrase, predict, rewrite, and summarize.
3. **APPLICATION** – The ability to use learned material in a new and concrete situation. The application of rules, methods, concepts, principles, laws, and theories is typical of these kinds of processes used in application. Terms like change, compute, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, and use are appropriate for “APPLICATION” objectives.
4. **ANALYSIS** – The ability to break down material into its component parts so that the relationships between parts can be analyzed and the underlying organizational principles are recognized. Terms that are appropriate for “ANALYSIS” objectives are breakdown, diagram, differentiate, discriminate, identify, illustrate, infer, outline, point out, relate, select, separate, and subdivide.
5. **SYNTHESIS** – The ability to resolve contradictions and to put parts together to form a new whole. Emphasis is upon the formulations of new patterns of structures. Term that are appropriate for “SYNTHESIS” objectives include categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, and reorganize.
6. **EVALUATION** – The ability to judge the value of compiled material for a given purpose. Criteria are established as a basis for evaluation. This learning is the highest in the cognitive hierarchy because it contains elements of all the other categories, plus conscious value judgments based on clearly defined criteria. Terms appropriate for “EVALUATION” objectives are appraise, compare, conclude, contrast, criticize, discriminate, explain, justify, interpret, relate, summarize, and support.

